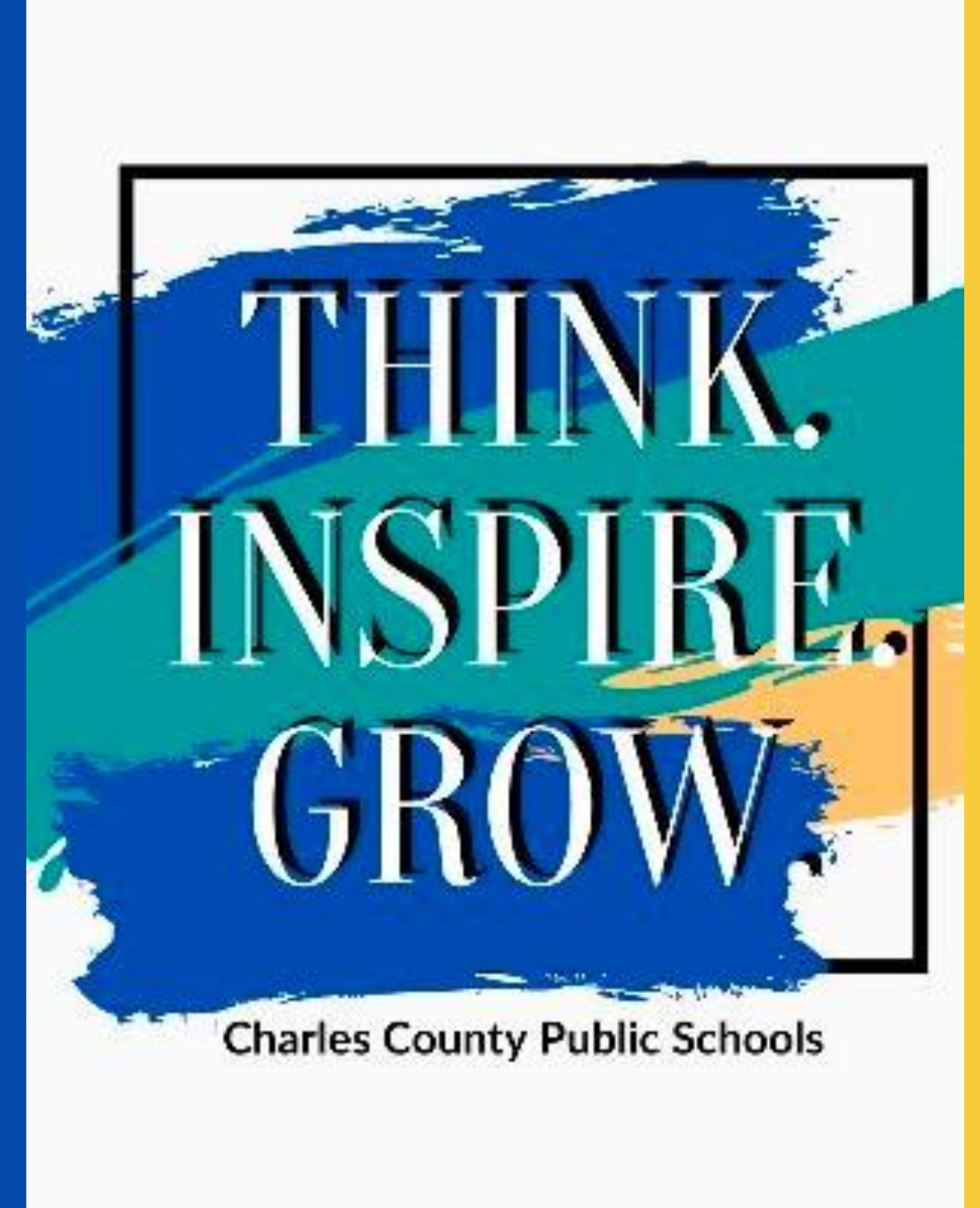
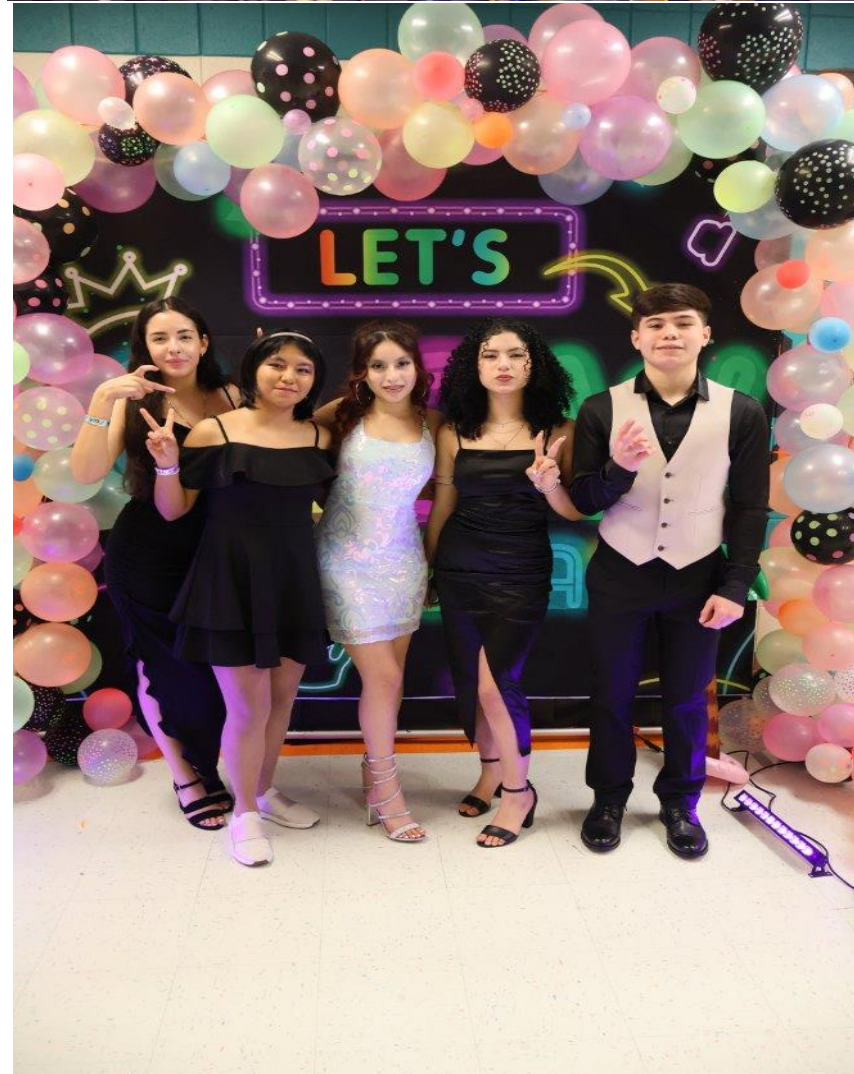


Charles County Public Schools School Improvement Plan Cycle 1

Westlake High School

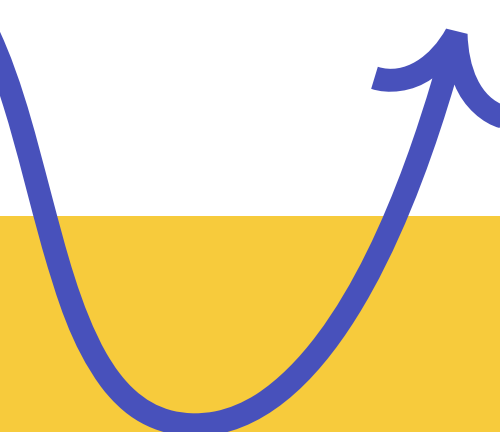


See what's going on at the Lake ...



Why Continuous School Improvement

- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom, Egalite, & Lindsay, 2021).
- ✓ Each school develops a School Improvement Plan (SIP). The SIP identifies priority goals, instructional and culture strategies, and supports schools will implement to raise student achievement and prepare students for college and career pathways.
- ✓ This work starts at the elementary school and continues through high school.



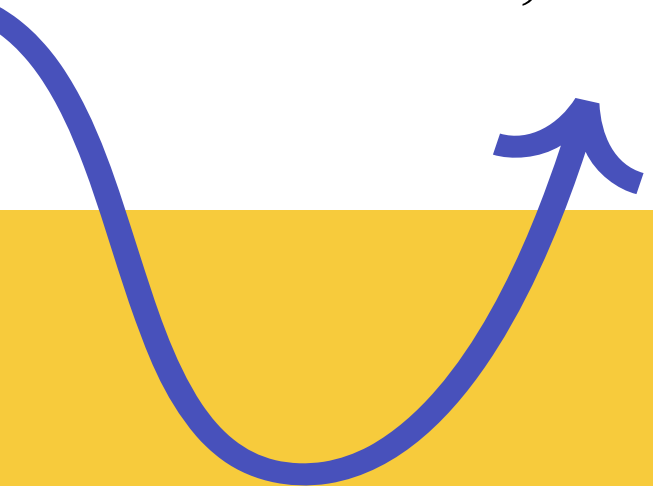
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

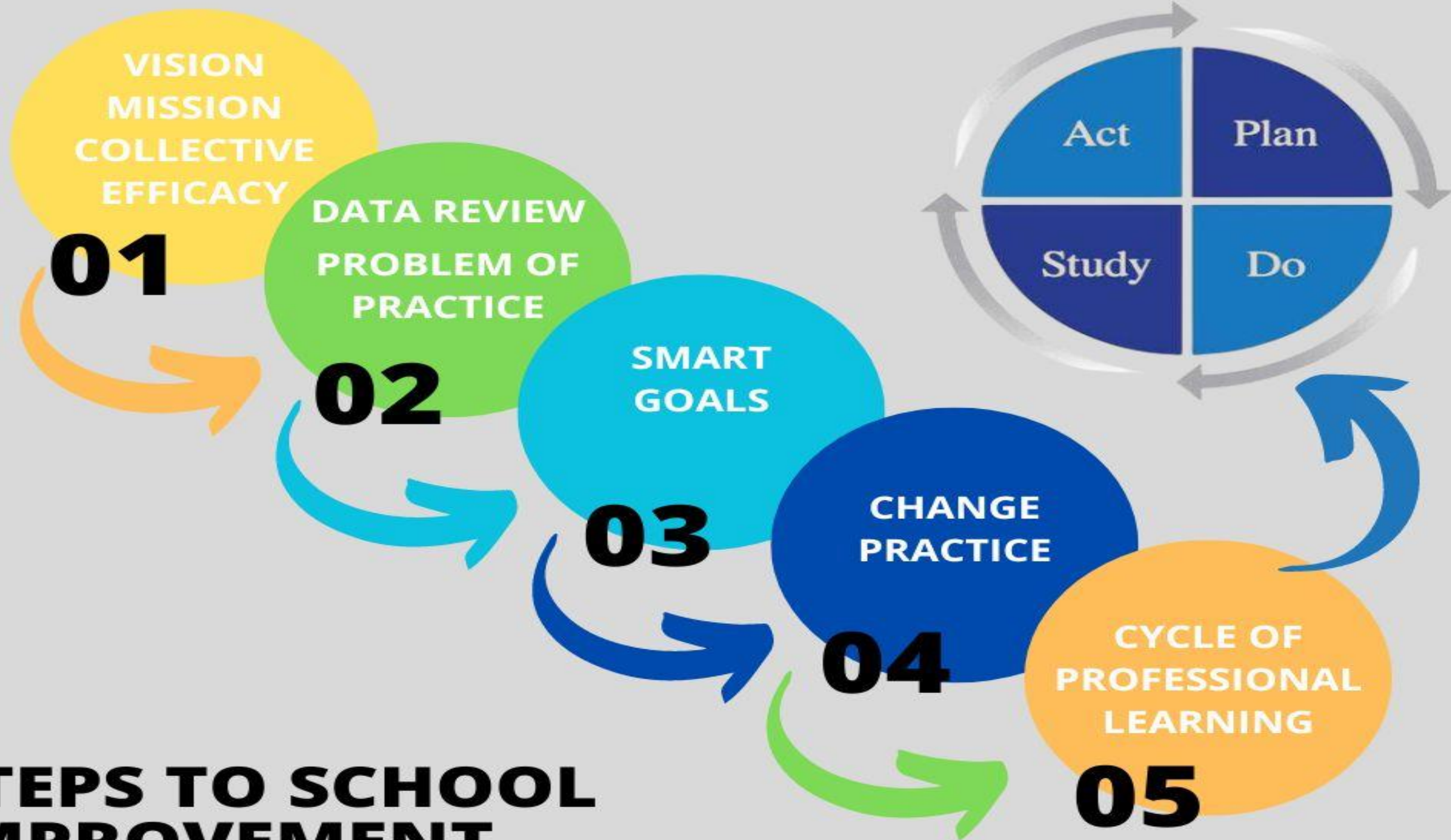
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change (Derrick-Mills, Sandstrom, Pettijohn, Fyffe, & Koulish, 2014; Hawley, 2006; Park, Hironaka, Carver, & Nordstrum, 2013; Snow, Dismuke, Zenkert, & Loffer, 2017).



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STEPS TO SCHOOL IMPROVEMENT



Insert School Name

Vision, Mission, Collective Efficacy Statements

Vision: *The vision of Westlake High School is that each student is endowed with the fundamental competence and intelligence needed to commence achieving their individual goals in life.*

Mission: *The mission of Westlake High School is to prepare students to learn and be successful in a supportive environment that encourages rigorous standards, celebrates cultural diversities, promotes teamwork, and molds students into leaders and contributing citizens in a technology rich and evolving society.*

Collective Efficacy Statement: *At Westlake High School, we believe in our collective power to achieve excellence. Through collaboration, clear communication, and active parent involvement, we are committed to fostering a unified culture that supports continuous growth and student success.*



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Area of Focus

Area of Focus Statement

Dear Parents and Guardians,

We are excited to share our commitment to enhancing our students' proficiency in English Language Arts (ELA) and Mathematics. Our goal is to support all students in achieving and exceeding state proficiency levels on the MCAP assessments.

To achieve this, we are focusing on:

Supporting Every Learner At our school, we are dedicated to helping every student thrive in English Language Arts and Mathematics. To do this, we are focusing on: Designing well-structured, standards-aligned lessons that engage students and deepen understanding Using differentiated instruction to meet the diverse needs of all learners Implementing high-quality instructional programs that support academic growth This focus ensures that every child receives the support they need to succeed—no matter where they start.

By prioritizing these areas, we aim to create an inclusive and effective learning environment where every student can thrive. We believe that with your support, we can help our students reach their full potential.

Thank you for your continued partnership in your child's education.

Sincerely,

Westlake High School

Data Summary

In the chart, please include five concise data points that identify the areas of need.

English Language Arts Data Overview	Mathematics Data Overview
48% of the students scored proficient on the English II MCAP exam	50% of the students scored in the Level 2 range
Only 17% of students scored proficient on standard RL-9-10.3	19% of the students scored proficiency in the standard C.A.REI.B.3
Only 18% students scored proficient on standard RI 9-10.3	Last year level 1-163, level 2-207, level 3-17
Only 17% students scored proficient on standard RL 9-10.5	The lowest scored standard is A1R1
96% of the students in Level 1 scored low in the areas of written conventions.	This year level 1-137, level 2-140

School Problem of Practice & Smart Goals

ELA Smart Goal

- By the end of the school year, all students will demonstrate proficiency in Writing Standard 2 by effectively communicating ideas and information in written form, leading to an improvement in MCAP scores by 7%.

Mathematics Smart Goal

- By the end of the school year, all students enrolled in Algebra I will demonstrate proficiency in the Algebra Subclaim (A.SSE, A. APR, ACED, A.REI) by increasing Mastery of Reasoning to an improvement in MCAP scores by 7%.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Utilize AVID strategies schoolwide to enhance instruction and provide a common language amongst staff.

Cycle of Professional Learning # 1 Overview

- Professional learning encompasses a variety of growth-oriented experiences designed to enhance educator effectiveness and student outcomes. It includes structured training opportunities, chances for safe practice, and collaborative activities such as observing colleagues and receiving feedback through peer and guided visits or coaching. Educators also engage in professional reading to deepen their knowledge and participate in Looking at Student Work (LASW) protocols to reflect on instructional impact and student learning. Together, these components foster a culture of continuous improvement and shared learning.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Standards aligned assessments with MCAP level language included at the end of every unit.	Increased scores on transfer tasks and common assessments
Implementation of at least one writing, inquiry, collaboration, organization, and reading (WICOR) strategy in every lesson, as measured by lesson plan review	Increased student engagement in rigorous academic instruction measured by student attendance and classroom walkthroughs

Cycle 1: Outcomes

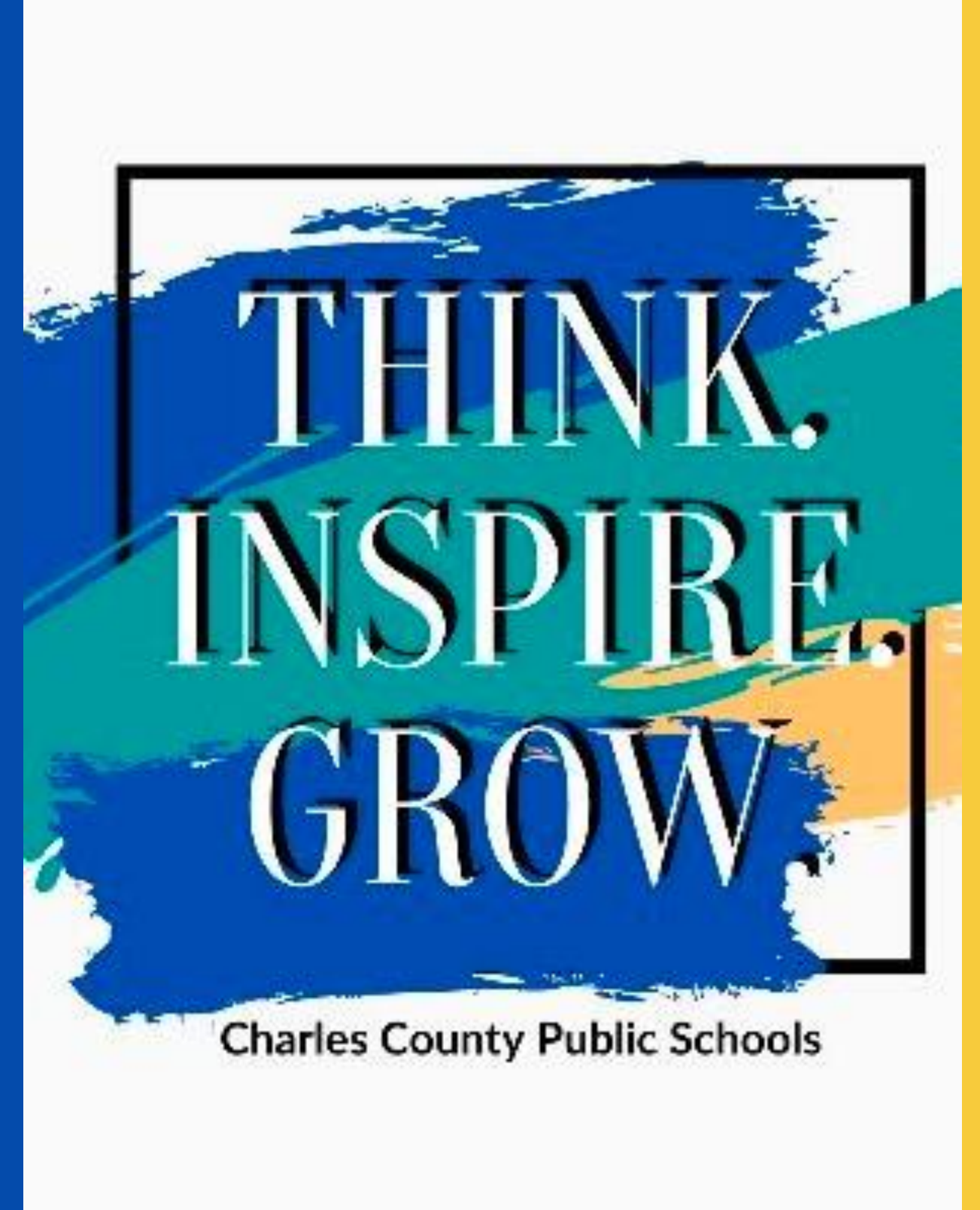
Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County Public Schools Culture & Climate Cycle 1

Westlake High School



Culture & Climate Overview

Data Overview	<p>771 out of 1458 referrals were written for class cutting; 31 referrals were for major class cutting</p> <p>432 students were labeled chronically absent</p> <p>701 student visits to the Student Services office in the 2nd semester</p> <p>519 out of 877 referrals were written for class cutting/minor tardiness for male students totaling 59%</p>
Culture & Climate Area of Focus	<p>At Westlake High school, we believe every student deserves a learning experience that is engaging, meaningful, and connected to their future. We’ve noticed that over half (52.8%) of our behavioral referrals are due to students cutting class—often just for a few minutes. This tells us that many students may not feel fully connected to what’s happening in the classroom. That’s why we’re working to make lessons more engaging and relevant, so students feel motivated to be present, participate, and succeed.</p>
Smart Goal	<p>Westlake High School will reduce the percentage of behavioral referrals related to minor class cutting by improving classroom engagement. Behavioral referrals for class cutting will decrease from 52.8% to 42% by June 2026, as measured by discipline data in Synergy.</p>

Action Steps

1 PBIS Attendance Incentives
Hall Sweeps
Increased staff support and visibility during 6th period/lunch transitions

2 Attendance Contracts

3 Monitor attendance data monthly

4 Attendance Awareness Information

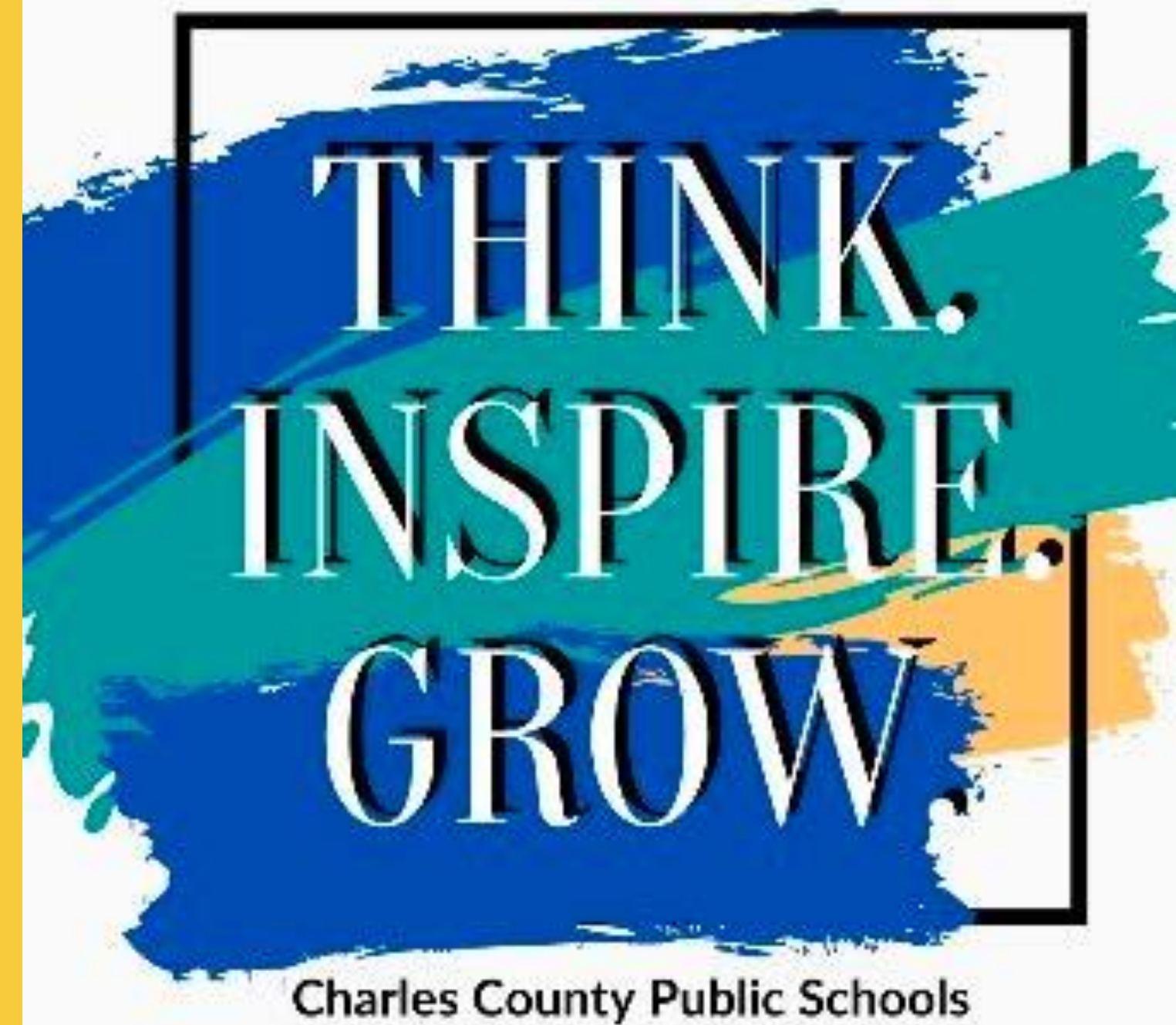
Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .
We Appreciate Your Partnership!